

phonograph records and music scores, the loan of framed pictures for students' rooms, and the establishment of a visual education service for the loan and previewing of motion pictures for class work. Further elucidation of the program is unnecessary since most librarians are already familiar in a general way with the Stephens library program as interpreted in more than a dozen articles in library and educational journals.

The question naturally arises, since this is a case history of one particular library program, as to how useful the results of the study are to other librarians. The answer, in this reviewer's humble opinion, is that Dr. Johnson has made a valuable contribution to the whole subject of library-teaching relations. Every college librarian will find in it a stimulating, enlightening, and constructive analysis of one approach to a difficult and perplexing problem. The intellectual interests of students are, for the most part, a function of their mental development. In most colleges, undergraduate students receive their sharpest stimulus to learning in the scientific laboratory. Only in a very limited degree is there the same stimulating association in the humanities and social sciences to spark the interest of students. The physical provisions in most college libraries for just such stimulation are largely lacking. But there is every reason to believe that if an opportunity is provided, the results will be equally stimulating. This is what Stephens attempts to do.

On the other hand, the Stephens program is not the only approach to bridging the gap between the library and its relation to instruction, as Dr. Johnson would be the first to agree. His scheme of decentralizing the book collections in a small

college library is contrary to at least one librarian's notion that the unifying function of the college library should be an important fact in the interrelation of knowledge. Furthermore it hardly seems possible that advanced students could do any really serious investigation when library resources in the social sciences and humanities are so widely scattered and when only a skeleton collection remains in the main library. Dr. Johnson's slogan "Books All Around Them" brings to mind the remark of a Maine coast native. Asked whether he spent the long winter evenings in reading, he replied, "No! Reading is bad. Too much reading rots the mind." Too much reading of the quality singled out by Stephens' students as their first choice for recreational reading would probably rot the mind.

It is regrettable that the author should have adopted the methods of the comparative school in the chapter on "Administration and Records" where circulation and cost figures in the particular instance cited cannot be accepted as true criteria for measuring the library effectiveness of these institutions. In spite of these shortcomings, minor to be sure and permissible only as cavil among friends, Dr. Johnson has, by combining his sound teaching and library experience, succeeded in giving us a vastly suggestive and stimulating analysis of a successful college library experiment.—Guy R. Lyle, *Woman's College Library of the University of North Carolina, Greensboro*.

*A Code for Classifiers*. William Stetson Merrill. 2nd ed. American Library Association, 1939. 177p. \$2.

MR. MERRILL's second edition of his *Code for Classifiers* is a bona fide new edi-

tion. To the three hundred sections of his 1928 edition, he has added sixty-five new sections involving nearly two hundred new rules. Many of the old sections have been rewritten, clarified, and amplified.

The plan of the book is unchanged. The first division on general principles has been recast in the form of terse rules followed by discussion. Though the principles remain the same, the approach to the work has been vastly improved. The main part of the book remains, as before, a series of rulings on the classification of "border-line" books. The purpose of these rulings is, first, to secure consistency in the classification of similar works; and second, to classify the work in the most suitable and useful place.

In libraries operating on a strictly closed shelf system, the class number may be considered as little more than a location number to be secured through the catalog. In a library where a large number of research workers has access to the stacks, close classification and consistency are of primary importance. Without formulated policies, border-line books may be scattered among several classes according to the interests and opinions of various classifiers. The *Code*, embodying the practices of a number of important classifiers, offers a ready-made decision book covering many of the most frequently met border-line topics.

Much of the new material in the book deals with topics which have recently developed or changed. Some of these topics are so new that they have received no adequate treatment in printed classification schedules. They may not be adequately defined in dictionaries or encyclopedias. On such topics the rulings of the *Code*, accompanied by explanatory notes, definitions, and discussion of classification poli-

cies, can save the classifier many hours of investigation and thought. Take for example the topic "trailers for automobiles." In the indexes to Dewey and to the Library of Congress classifications the topic is referred to under automobile engineering. Merrill sends different phases of the topic to automobile engineering; touring; and other uses, e.g., habitations, theaters, etc. He cites specific titles classified by D.C. and L.C. under these various headings. It may be objected by some that a classifier should know or be able to dig up such information. However, the fact remains that classifiers cannot specialize in many subjects and that most of them have little time for digging into new fields.

The old material of the 1928 edition is, of course, unchanged in many sections. The underlying principles and policies have not changed. Some sections have been rewritten with additional explanations or definitions. Some sections have been expanded. Thus, the section on academy and learned society publications has been separated from series and society publications and has been given the adequate treatment it lacked in the old edition.

An important change in the new edition of the *Code* is the omission of the D.C. numbers printed opposite main headings. Another change is the inclusion of numerous references to the practices of the Library of Congress, of the D.C. editors, and of some thirty other classifiers who responded to Mr. Merrill's request for information concerning their decisions. These citations often suggest interesting alternatives in classification. They add to the authoritativeness of many decisions, and often they give valuable hints for further aids. To meet a request, examples have been given for all rules.

There are some subjects omitted which one wishes were included. The section on bibliography of individuals might have given space to the tendency of a minority to keep these, so far as possible, out of the bibliography number and to send them, along with biography of individuals, to the narrowest possible subject position.

To sum up, we can say that there will be many differences of opinion concerning various decisions in the *Code for Classifiers*. There will be, as Mr. Merrill says, frequent need to modify one's own copy of the *Code* to meet local needs or types of service. The book is a valuable addition to texts for library schools and it is an indispensable tool for the classifier's desk.—*Elizabeth D. Clark, University of Missouri Library, Columbia.*

*Archives and Libraries.* A. F. Kuhlman, ed. American Library Association, 1939. 108p. \$1.75. (Planographed)

THE PROCEEDINGS of the Committee on Archives and Libraries of the American Library Association, published in 1937 and 1938 with those of the Committee on Public Documents, are issued as a separate publication in 1939. The papers included were presented at a joint meeting of the A.L.A. Committee on Archives and Libraries, Pacific coast members of the Society of American Archivists, and the Historical Records Survey.

The first four papers report on the progress of the inventory and publications of the Historical Records Survey by Colonel J. M. Scammell, regional director; the immediate and long range programs for the survey of Luther H. Evans, national director; and proposals for ensuring the perpetuation of the results of the survey. Dorsey W. Hyde, Jr., of the National Archives, makes two suggestions:

first, a national program for the establishment of adequate archival agencies; and second, the immediate appointment of centralized "finding" bureaus to keep up to date card files on changes affecting the status of archives listed in the survey inventories. Theodore C. Blegen, of the Minnesota Historical Society, describes the manual on the writing of local history, presumably largely by amateurs, which he is preparing for the Social Science Research Council.

The two papers on cataloging by Evangeline Thurber of the National Archives and Grace Lee Nute of the Minnesota Historical Society illustrate concretely the fundamental differences between the cataloging problems of the archivist and of the manuscript curator. A failure to recognize these differences is responsible for the chaotic condition of so many archival catalogs.

A description of three outstanding western manuscript repositories by their respective curators is followed by an exposition of the application of microphotography in their respective institutions. The papers as presented at the conference were accompanied by photographic exhibits. Herbert I. Priestley describes the Bancroft Library, George P. Hammond the Spanish archives in the University of New Mexico, and Captain R. E. Haselden and Lodewyk Bendikson, the Huntington Library.

Vernon D. Tate of the National Archives summarizes the discussions on the application of microphotography to archival work. Dr. Hammond points out two of its limitations. His institution has been forced to the expense of making enlargements of its films because of damage from careless use in the projectors and complaints of eye strain involved in extensive